

Education-Intellectual Development of Youth in Education as a Pedagogical Problem

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Abstract: The article describes the creativeness of human consciousness, the emergence of intellekt issues of emotional intelligence, sex and intellect, intellectual insufficiency, intellekt issues of structure, the history of intellect, the relationship between the influence of biological and social factors, the goals of developing the intellektual capacity of young people.

Keywords: creativeness, development, creative thinking, mental, biological, social factors, possession of creative abilities.

Introduction

"Further improvement of the system of continuing education, increasing the capacity of quality educational services, continuing the policy of training highly qualified personnel in accordance with the modern needs of the labor market" [1], improving the professional and social training of future professionals The unit is being studied as one of the most important and urgent tasks of today, establishing close cooperation with the world's leading scientific and practical institutions [2].

Today's education system helps to direct the developing abilities of our children, to bring them up as strong individuals based on their intellectual potential. These goals and objectives are shared by the public education system. That is why educating the younger generation, developing and supporting their intellectual knowledge is one of the most pressing social needs.

It is appropriate to mention the meaning of the word intellectual here.

The word "intellectual" literally means to be mentally mature, to be intelligent, to be intelligent, to be intelligent, to be intelligent.

According to scientific sources, intellect is derived from the Latin word intellectus, which usually means intellect, comprehension, comprehension. Intelligence is the development of a certain level of strong, stable mental abilities in an individual.

Main part.

The development of a society depends on the development of deep-thinking, intelligent individuals, in which the society ensures the development of the human intellect, while the human being develops the society with the intellect developed by such a society.

It is important to note that there are pedagogical aspects to the development of the intellect. Such pedagogical aspects include the development of the human mind, the emergence of the intellect, issues of emotional intelligence, gender and intellect, intellectual deficiency, the structure of the intellect, and the history of the intellect. From the above, we are convinced that the development of the intellect is one of the pedagogical problems.

One of the most pressing issues today is the study of students' mental maturity. The development of intellectual development is largely a matter of learning. Knowing and understanding the

environment, thinking and being able to observe independently, sensitivity and intelligence, ability and talent are related to the mind.

The growth of the human mind is also linked to the development of society. As society develops, so does human consciousness. If we look at the research work on this topic, we can see that the study of the problem in this area dates back to ancient times. For example, A.Bine, T.Simon, L.Termin, E.Torndayk, Spearman, F.Frimen, Thorstone, J.Gilford, T.Ribo, J.Piaget, McFerson, K.Taylor and others. Russian educators have tried to shed light on the problem of intellect in their work.

As a result of such research, many psychodiagnostic tools have been developed to study the pedagogical aspects of intellectual development. Examples include tests developed by Bine-Simon, G.Ayzek, Djeis Kettel, Termin, Wexler, P.Torrex, A.Anastasi. They are still widely used in practice.

A number of scientific researchers have been carried out by scientists of the republic to study the pedagogical aspects of intellectual development. In particular, M.T.Davletshin, E.G'.Goziyev, Sh. The problem of intellectual development has been studied and is being studied by such scientists as Usmanova, VM Karimova, MM Mamatov, BR Kadyrov. Such research serves for the intellectual development of the younger generation growing up in our country. Based on this, a lot of research is currently being done to improve educational technologies based on the dynamics of intellectual development of students.

The professional development of a person as a specialist is, in essence, a process. Professional maturity is an important period of human ontogeny, which begins with the development of professional ideas, the development of ideas (14-17 years) and the end of professional activity (55-60 years). The formation and development of a creative person depends on the interaction of changes in his inner and outer world, socio-economic conditions and the human ontogeny - the content of activities that require continuity from birth to the end of life.

Despite significant practical work, many teachers are still unable to master the experience of how to effectively shape educational technologies based on the dynamics of intellectual development of students.

Every year, education authorities focus on achieving high efficiency in educational institutions. To this end, curricula will be developed and new textbooks will be created. This will help both students and teachers to grow professionally. Practical actions create a need for students to succeed, to move forward, to some extent, to help them develop their learning skills.

To fully understand the general nature of the dynamics of intellectual development of students, it is first necessary to understand the meaning of the concept of "creativity". According to Ken Robinson, "creativity is a set of original ideas that have their own value" (Azzam, 2009). Gardner explains the concept in his research: "Creativity is a practical action performed by an individual, which must reflect a certain innovation and have a certain practical value." From the point of view of Emebayl's (1989) approach, creativity means "having a high level of unconventional skills in addition to the thorough knowledge acquired in a particular field" [4].

A teacher's creativity emerges and develops in his or her creative work. It is his creativity, aspiration, ability to search for different original ideas in the process of education, to create from nothing [2,5].

Many studies differ on the relationship between intelligence and creativity. While one group of researchers argues that there is no correlation between them, the second group argues that the level of creativity and intelligence are interrelated (Kim, 2005).

The concept of "creativity" reflects cultural diversity. For Westerners, creativity is a novelty in general. They focus on non-traditionalism, curiosity, imagination, a sense of humor, and freedom based on creativity (Myordok, Ganim, 1993; Sternberg, 1985). Orientals, on the other hand, see creativity as a process of rebirth of goodness (Hui, Sternberg, 2002; Rudovich, Hui, 1997;

Rudovich, Yuye, 2000). Although Western and Eastern views on creativity are different, both cultures value and possess this quality (Kaufman, Lan, 2012).

In order for a person to become an individual, he needs social conditions and upbringing. As a result, a person develops as a person and becomes a person.

Development is a complex process that expresses the nature of the quantitative and qualitative changes that take place in the physiological and intellectual growth of an individual.

Intellect (Lat. Intellectus - mind, cognition, intellect) - in the broadest sense, the activity of man, based on a complete knowledge of the essence of the event and manifested through it, in the narrow sense refers to the ability of man to think.

Intelligence also explains the level of intellectual, spiritual maturity in people, the ability to acquire basic knowledge or critically analyze existing knowledge through methods of comparing material (comparison, abstraction, understanding, judgment, etc.) through imagination, perception, meticulousness is also considered.

A number of factors play a role in development, including the external environment and the social environment. Many scientists have commented on human development.

In science, the debate over the relationship between biological and social factors in human development has long been debated. Will social events have a significant impact on a person's development as a person? Or do natural factors play a leading role? Maybe upbringing has a big impact? What is the relationship between them?

It is known that in the reform of education over the past decade, based on the principles of national independence and the rich intellectual heritage of the people, the priority of universal values, the spiritual and moral qualities of students at all levels and levels of education development; The development and implementation of measures to strengthen the role of community organizations, communities, charities and international foundations in education, as well as in the spiritual, moral, intellectual and physical upbringing of children and youth, has been accelerated. As the beginning of this practical work, the State has set the following goals for the development of intellectual potential of youth:

- development and protection of intellectual potential of youth;
- joint efforts of science and government, as well as modernization of the education system, protection and development of intellectual resources;
- regulation of intellectual potential development;
- Creation of pedagogical-pedagogical organizational-methodological bases developing intellectual potential of youth.

A number of tasks have been set to achieve the set goals:

- ✓ Identify shortcomings in the search for talented students, the creation of psychological, pedagogical, organizational and methodological framework.
- ✓ To study the features of the educational process in the development of intellectual potential.
- ✓ Study of independent activities of young people;
- ✓ Creating resources for the formation of spiritual and intellectual abilities of young people;
- ✓ Development of methods to increase the intellectual potential of young people;
- ✓ Theoretical and practical study of the intellectual potential of young people;
- ✓ Development of proposals to increase the intellectual capacity of specialists in various fields of science;
- ✓ Study of innovative proposals in the field of education management and their implementation in the education system;

- ✓ To increase the intellectual potential of future leaders and to study the legal skills (foreign) and the introduction of regulatory mechanisms.

The qualitative effectiveness of all the work being done today to develop intellectual capacity is not at the required level. In accordance with the requirements of society and the state, it is necessary to successfully develop the intellectual potential of students during their education in secondary schools. This requires the use of pedagogical technologies in the educational process, the creation of a completely new system of education at the level of modern requirements.

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